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ABSTRACT

This paper describes structures that share accountability for creating and managing collaborative supervision partnerships operating in a cadre of almost 25 elementary and secondary schools that work with University of New Hampshire teaching candidates for year-long internships. Six interns are placed with six cooperating teachers at each partnership school. Schools and the university commit to the effort by providing support and supervision. A university teacher education committee monitors the process of collaborative supervision partnerships, particularly through its field experience subcommittee. Participants are involved in regularly scheduled meetings for inquiry and support. Cooperating teachers take seminars on collaborative supervision. Another course is offered on adult developmental perspectives in mentoring. A third course, which focuses on the analysis of teaching, allows individuals to investigate their own classroom teaching practices using action research. Lessons learned from this partnership include the fact that participants involved in collaborative supervision partnerships value both school and university knowledge, that participants work with others rather than on them, and that work in such partnerships is interrelated with professional development. (Contains 11 references.) (SM)

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Shared Accountability in Creating and Managing Collaborative Supervision Partnerships

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Paper presented in the symposium titled:
Sharing Accountability in School-University Partnership with a Common Goal of Preparing, Inducting, and Retaining the Best Teachers
AACTE
February 25,2002, NYC.

ED 479 101

Introduction to the Symposium

School and College/University partnerships in teacher education need to be accountable to both the school systems that want to induct and retain the best teachers and to the college/university teacher education programs that want to prepare the best teachers. School-university collaboration can be defined narrowly or broadly. In the narrowest sense, a school might act as clinical site for placement of a student teacher (Wilson et al., 2001). In the broadest sense schools may partner with a college/university to become professional development sites (for example, Bullock, 2001; Butler et al., 2001). The following criteria generally define professional development partnerships between schools and the college/university in the education of teachers: 1) commitment to professional development of all teachers at all levels, 2) focus on preservice teacher preparation and support for teacher learning in the course of teaching with grounding in a professional knowledge base, 3) mutual benefits exist for both school and university partners, and 4) partners are energetic and collegial in seeking ways to improve pupil achievement (NCATE, 1998).

If we consider school-university partnerships in the broadest sense how can we address the critical issues of accountability when many complex systems are at work? The papers in this symposium seek to describe and document processes of shared accountability among schools and

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a university teacher education program that operates in the broadest sense. The four papers are organized to address the four criteria of professional development partnerships addressed above.

- First paper: In relation to a commitment to professional development of all teachers at all levels, Sharon Nodie Oja will present "Shared accountability in creating and managing collaborative supervision partnerships.
- Second paper: In relation to preservice teacher preparation grounded in a professional knowledge base that supports learning in the process of teaching, Liza Finkel and Scott Fletcher will present "Shared accountability for performance-based portfolios and colloquia."
- Third paper: In relation to the criteria that mutual benefits exits for both school and university partners, Michael D. Andrew will present "Shared accountability for a five-year program that succeeds in preparing, inducting, and retaining the best teachers."
- Fourth paper: In relation school and university partners collegially seeking ways to improve pupil achievement, Judith Robb will present "Shared accountability in collaborative research to improve student learning."

Shared Accountability for Creating and Managing Collaborative Supervision Partnerships

This first paper describes structures in which there is shared accountability in creating and managing collaborative supervision partnerships that operate in a cadre of almost 25 schools (elementary and secondary) that work with UNH teaching candidates for year-long internships. The internship (Corcoran and Andrew, 1987) is the capstone and endpoint of the UNH five-year teacher preparation program.

Collaborative supervision partnerships are described by the following characteristics. 1) Six interns are placed with six cooperating teachers in each of the partnership schools. 2) There is a school commitment to supervision of interns and professional development of teachers.

3)There is a university commitment to placing one supervisor for a period of three or more years at the same school. 4) UNH and the schools collaborate in a placement process during which candidates observe numerous teachers leading to a mutual contract with one cooperating teacher for the internship year. 5) UNH and the schools work together to refine and further develop the collaborative supervision partnerships (see details in a 3-page partnership that is currently being drafted by UNH and the schools).

For the purposes of this paper, accountability is defined as responsibility. Shared accountability in creating and managing collaborative supervision partnerships includes both a) group responsibilities, e.g university, school, program, and b) individual responsibilities e.g. intern, supervisor, cooperating teacher, school principal.

Shared Accountability by Groups in Collaborative Supervision Partnerships

A number of groups take on shared responsibilities for our collaborative supervision partnerships.

School-University Collaborative. The School-University Collaborative in Teacher Education was formed in 1988; it grew out of a task force of school and university folks in 1985-1988 who (with the help of their colleagues in five schools and the university) investigated and created a prototype for collaborative supervisory concepts (Oja, 1990-91). The School-University Collaborative in Teacher Education includes the principal, a cooperating teacher and the supervisor from each partnership site; it meets bimonthly to manage the process of collaborative supervision. The manner of operating in the School-University Collaborative reflects key elements of a collaborative process (Oja & Pine, 1987): non-hierarchical self-management; norms of collegiality and experimentation; power diffused among members; members having the flexibility to take on a variety of roles and responsibilities; a setting of

pause, reflective thinking, cognitive expansion; members who share in the decision-making. In 1995 ten elementary schools and UNH representatives in the School-University Collaborative each wrote partnership documents that clarified their goals and expectations for teachers, students, interns, and supervisors as well as describing their commitments to the professional development of all those involved. They revisited these goals in 2000, and as a result the members of the School-University Collaborative have begun to re-vision the partnership concepts.

Teacher Education Committee. The UNH Teacher Education Committee monitors the process of the collaborative supervision partnerships, particularly through its Field Experience subcommittee. Both the School-University Collaborative in Teacher Education and the Field Experiences subcommittee report developments to the Teacher Education Committee. The Teacher Education Committee includes all full-time university faculty in the Teacher Education Program. Each year at least one practicing teacher is hired full-time to join the Teacher Education faculty. The faculty in the Teacher Education Committee teach core courses in the teacher preparation program, advise candidates in the five-year undergraduate-graduate masters program, supervise the early field experience courses as well as the culminating year-long internship, and teach advanced courses in the masters program and doctoral program in which experienced teachers may enroll. The Teacher Education Committee provides an important overall perspective on all the various parts of teacher preparation and professional development at UNH. The Committee is currently reviewing the 3-page "Collaborative Supervision Partnerships" draft that was initiated by the School-University Collaborative and expanded by the Field Experiences Subcommittee. The goal for the draft is that it be approved as a document that may be shared with the numerous schools that want to become collaborative supervision

sites for the internship; the criteria in the document will help initiate the conversation of what we have learned about what it means to be in a school-university supervision partnership.

SUPE Groups, TRIADs, and Collaborative Supervisory Teams

The structure of collaborative supervision partnerships involves a commitment to providing professional development for all those involved. We schedule regular meetings of groups like the supervisors for internship (SUPE groups, every two weeks), intern + cooperating teacher + supervisor at the school (TRIAD groups, minimum three times per semester), and the group of all cooperating teachers and the supervisor at each partnership site (Collaborative Supervisory Teams, monthly meetings are recommended). We describe these groups as communities for both inquiry and support in the collaborative supervision partnerships (Oja, Diller, Corcoran, and Andrew, 1992). The dual function of inquiry and support is necessary for professional development (Oja and Reiman, 1998).

Shared Accountability by Individuals in Collaborative Supervision Partnerships

Participants in collaborative supervision are provided with the following three courses that seem particularly related to individuals' responsibilities in the collaborative supervision partnerships. [Each year cooperating teachers are awarded a course waiver from the university that means they can take any course free of charge.]

Seminar in Collaborative Supervision for Cooperating Teachers. A course in collaborative supervision was developed in 1990 to meet the professional development needs of new cooperating teachers and supervisors. It focuses on the clinical supervision model and classroom observation strategies. All new cooperating teachers are encouraged to participate in this semester long seminar during their first fall semester with an intern. Cooperating teachers are encouraged to enroll in the seminar in school groups for added support when each tries out

some supervisory strategies as they work with the intern in the classroom. Over the 1990's the concepts of co-teaching and co-learning have become even more characteristic of our cooperating teacher – intern relationships. After the course some cooperating teachers and supervisors go back to their schools and provide workshops in supervision for other teachers who are mentoring beginning teachers. The individuals from the course in Fall, 2001, wrote a short handbook on supervision strategies that will posted on the UNH Teacher Education website so that it is available to all cooperating teachers and supervisors.

Developmental Perspectives in Adulthood. A second course focuses on using adult development perspectives in mentoring. This graduate course has been a vehicle for principals, cooperating teachers, and supervisors from 1988 to the present to investigate adult development in relation to their own practices in the supervision and mentoring of teachers and interns. The concepts of the course (action research, adult development, and differentiated supervision) focus on growth toward stages of adult development that enable a more democratic view of teaching and supervision; this challenges more authoritarian forms of control in supervision and supports growth of more just and caring teachers and supervisors. Action research takes many forms. Key conditions necessary for action research include open lines of communication, democratic styles of leadership, spiraling cycles of planning, acting, and reflection, and structures that encourage and support experimentation (Oja & Smulyan, 1989). Brennan and Noffke (1997) stress that democratic outcomes are essential to action research. The action research studies from the course are evidence of new learning and professional development as a supervisor, cooperating teacher, or principal becomes aware of adult development concepts and studies the possible impact upon her or his own practice.

Analysis of Teaching. A third course that is gaining interest among individuals in the collaborative supervision partnerships is focused on the analysis of teaching. The course provides the opportunity for individuals to investigate their own classroom teaching practices using action research. Cooperating teachers and supervisors in the course learn action research methodology; subsequently, these individuals find themselves better able to support their teaching interns who are completing curriculum action research projects as part of their Teacher Education Program Portfolio.

Summary

This paper has described some structures that share accountability for creating and managing collaborative supervision partnerships. Over the last twelve years dilemmas were worked though and some tensions continue. We've learned some ideas that are key to creating complex systems for support and inquiry in collaborative supervision partnerships. (1) Groups and individuals involved in collaborative supervision partnerships value both school and university knowledge. (2) Participants work with others, not on them. (3) Work in collaborative supervision partnerships is clearly interrelated with professional development of everyone involved.

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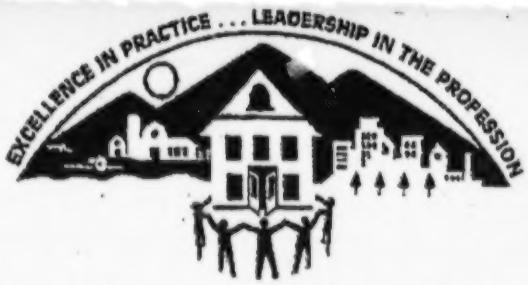

School – University Partnerships
Criteria for Internship Year
UNH 5-Year Teacher Preparation Program

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Criteria for an Effective School Partnership Site

- A school climate that reflects:
  - Evidence of school mission in action
  - Productive collaboration
  - Positive and healthy morale
  - Commitment to ongoing improvement and professional development
  - Opportunities for teacher leadership
- Support and involvement by entire school faculty
- Administrative leadership and support in working with the university teacher preparation program
- Nature of curriculum and instruction
  - Curriculum reflects current research and standards
  - Instruction reflects best practices
- Willingness to participate in conflict resolution when problems arise

Internship: Additional criteria for the School

- Guaranteed commitment to 5-6 final intern placements per year
- Administrative leadership in support of the internship process:
- Active support by the principal/assistant principal for the School-University Collaborative, the placement process, and individual intern development through observations, advice, and job search
- Commitment to intern's professional development as the intern's first priority in the school

Internship: Requirements of the University

- Ongoing commitment to quality and preparation of UNH students for internship
- Clear communications about internship expectations and requirements
  - Pre-internship orientation
  - Support in placement process
  - Internship Handbook
- Support for Cooperating teachers
  - Cooperating Teacher Orientation
  - Collaborative Supervision Course
  - Supervisor mentoring of the cooperating teachers at a school
- Periodic evaluation of school site
  - Periodic feedback sessions between school and university
- Keeping schools updated on changes in Teacher Education Program
  - Example: Portfolio and Colloquium
- Ongoing commitment to providing continuity of supervision at sites
  - Goal is a minimum of 3 years per site for one supervisor
- Ongoing commitment to quality of supervisors
  - Formal evaluations of supervisors
- Commitment to understanding and being responsive to the issues the school is facing in context and mission, current relationships with community, etc.
- Commitment that supervisors listen to the school and communicate back to the University concerns that arise
- Commitment to supervisor accessibility to the school community to discuss issues related to the collaboration between university and school

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Internship: Requirements of the Cooperating Teacher

- Minimum of three years of teaching experience
- Commitment to professional development as a cooperating teacher
- Competence in the five core propositions of the National Board for Professional Teaching Standards, e.g. cooperating teachers:
  - Are committed to students and their learning
  - Know their subject areas and how to teach those subjects to students
  - Are able to effectively manage and monitor student learning
  - Think systematically about their practice and learn from experience, and
  - Are active members of learning communities
- In addition, UNH seeks cooperating teachers who:
  - Work effectively as beginning teacher mentors
  - Share professional knowledge with colleagues
  - Actively participate in improving staff development
  - Actively participate in curriculum development
  - Collaborate to initiate, implement, and sustain school change.
- Some characteristics of the cooperating teacher (excerpted from the Internship Program in Teaching Handbook)
  - High competence as a teacher
  - A genuine interest in supporting and guiding interns in developing their own competency through role modeling, mutual planning and assessment
  - A commitment to a positive view of teaching which manifests itself in the belief that all pupils can be learners
  - The capacity to analyze teaching
  - A willingness to talk candidly about one's own teaching (both successes and failures) and the reasons why what was done was done
  - An expertise in working with peers both in team teaching and in a supervisory capacity
  - Knowledge of classroom management techniques
  - Knowledge of curriculum possibilities and a willingness to explore different curricular approaches
  - A flexibility which allows for a different style of teaching to operate within the same classroom (different as opposed to divergent)
  - A willingness to spend time outside of class and after school in working with interns
- Some specific responsibilities of the cooperating teacher (from Internship Handbook)
  - Orientation to school and the specific teaching assignments
  - Planning, modeling and discussing daily lessons with the interns as well as planning long-range course goals
  - Introduction to available curriculum materials and the factors involved in selecting what is appropriate
  - Fostering practice in a variety of methodologies, including content which matches various pupils' learning styles
  - Evaluation—including the use of feedback to provide subsequent learning activities
  - Modeling and teaching about classroom management
  - Encouragement of those interpersonal skills (e.g. careful listening, empathy, positive reinforcement, etc.) that facilitate learning

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Internship: Requirements of the Intern

- Characteristics of the UNH intern:
  - Holds a baccalaureate degree
  - Has been carefully screened for graduate study, of which internship is a part
  - Is expected to exhibit a high level of professional maturity and competence
  - Has completed appropriate methods courses in preparation for teaching

- For the full year (two academic semesters) of internship, UNH interns:
  - Become members of the school staff
  - Share instructional responsibilities with the regular staff of the cooperating school
  - Work under the direct supervision of one or more "cooperating teacher"
  - Complete a Program Portfolio and Colloquium that demonstrate competency in relation to the seven goals of the UNH Teacher Education program. Graduates will be:
    1) knowledgeable in the subjects they teach and how to teach those subjects to students
    2) committed to their students and their learning
    3) responsible for managing and monitoring student learning
    4) effective organizers of the classroom environment
    5) thoughtful and reflective practitioners who learn from experience
    6) informed decision-makers and agents of change
    7) active members of learning and professional communities

- Some specific responsibilities of the intern (from the Internship Handbook)
  - Demonstrate depth and breadth of content knowledge in preparing and developing educational experiences for students.
  - Collaborate with the cooperating teacher(s) to develop a range of strategies for planning and teaching.
  - Develop a pedagogy statement
  - Observe and converse with teachers in a variety of settings
  - Use current technology as part of research and planning for instruction
  - Get to know students as individual learners
  - Develop productive working relationships with students
  - Consider the needs as well as the cultural and socio-economic backgrounds of students when planning and implementing instruction
  - Develop short-term and long-term goals for the internship.
  - Develop resources appropriate for students with special needs
  - Actively participate in and develop appropriate forms of assessment at the internship school (parent conferences, grading, progress reports, and national assessments, for example)
  - Use teaching strategies which foster a sense of community and a positive learning climate for students
  - Become aware of one's own personal attributes and how those attributes influence teaching
  - Identify one's own strengths and weaknesses as a learner and teacher
  - Prepare to understand and teach students who are different from oneself
  - Articulate one's own developing philosophy of education
  - Be an active and positive contributor to their internship seminar and their internship school

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